



Programme Specification

Applied Occupational Therapy {Apprenticeship-UWE}

[Sep][FT][Glenside][4yrs]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Applied Occupational Therapy {Apprenticeship-UWE}
[Sep][FT][Glenside][4yrs]

Highest award: BSc (Hons) Applied Occupational Therapy

Default award: BSc (Hons) Health and Social Studies

Interim award: BSc Health and Social Studies

Interim award: DipHE Health and Social Studies

Interim award: CertHE Health and Social Studies

Awarding institution: UWE Bristol

Affiliated institutions: Not applicable

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

Department responsible for the programme: HAS School of Health and Social Wellbeing, Faculty of Health & Applied Sciences

Contributing departments: Not applicable

Professional, statutory or regulatory bodies:

Health and Care Professions Council (HCPC)

Royal College of Occupational Therapists (COT)

Apprenticeship: ST0517

Mode of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website

For implementation from: 01 September 2020

Programme code: B93Q-SEP-FT-GL-B93Q

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The aim of the Programme is for you to qualify having gained skills which will enable you to practice in a safe, ethical and effective way, in any health or social care setting. Upon graduation, you will be confident that you have the skills to work in entrepreneurial ways and in emergent areas of practice. This confidence comes from a clear identity as an occupational therapist, having a new way of viewing the world with an occupational science perspective.

The programme is thematic, with a spiral curriculum which enables the introduction to core concepts early in your studies, with these then developed as the programme progresses. The programme has a foundation of occupational science as a way of understanding what people do and of how that can be harnessed therapeutically. The programme themes are ranged across the levels.

At level 4 Exploring Occupation: you will explore yourself as an occupational being; what occupation is and how occupational science underpins practice; whilst at the same time 'getting to grips' with what it means to be in an academic setting.

At level 5 Valuing Occupation: you will develop an understanding of how to harness occupation therapeutically; how to demonstrate your professional reasoning; and what it means to be a health and social care professional.

At level 6 Promoting Occupation: you are developing a professional stance and

understanding of your skill set; how you can show this as a unique selling point in the field; and how to use research to underpin use of your skill set.

Educational Aims: The programme aims to enable you to:

Fulfil the requirements to be eligible to apply for professional registration as an occupational therapist with the Health and Care Professions Council (HCPC); meet the requirements of the occupational therapist entry level profile from the Royal College of Occupational Therapists (RCOT); and the Knowledge, Skills and Behaviours for the Occupational Therapist (Integrated Degree) Standard (ST0517) of the Institute for Apprenticeships and Technical Education;

Develop the key skills and knowledge necessary to practice competently, safely and ethically as an occupational therapist, including professional reasoning, decision making skills, quality assurance and evidence-based practice;

Be confident that you have the skills to work in entrepreneurial ways and emergent areas of practice and have developed leadership qualities and skills;

Function effectively within an interprofessional team, with colleagues and other agencies;

Develop and promote a value base in practice that respects equality and diversity;

Engage in the critical analysis of academic discourse in order to continually develop practice and also evaluate knowledge and practice in relation to theory, underpinning a lifelong commitment to learning.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Demonstrate skills in evaluation; audit; critical appraisal; and research, in order to evaluate occupational therapy skills and interventions, enhancing clinical effectiveness; and reflective and evidenced based practice
- PO2. Use professional reasoning and problem-solving skills to underpin safe, effective and ethical occupational therapy interventions; promoting equality and respecting the rights, beliefs and identity of individuals and communities
- PO3. Promote health and well-being through the therapeutic use of occupation and/or the enablement of occupation and meaningful activities
- PO4. Assess the occupational needs of individuals and carers, adopting a holistic and client centred approach to the delivery of occupational therapy services, including outcome measurement
- PO5. Demonstrate communication and collaborative working skills necessary to work effectively with service users, carers and members of the interprofessional team
- PO6. Use skills in management of self; workload; health; and continuing personal and professional development effectively
- PO7. Understand and effectively apply principles of quality assurance and/or clinical governance to their practice
- PO8. Demonstrate understanding of leadership roles and the ability to apply leadership skills, as appropriate, in existing and/or emergent occupational therapy settings

Part B: Programme Structure

Year 1

The programme is themed across the three levels of study to make the progression towards the entry level proficiencies required for occupational therapists clear, within a student centred learning and occupational science underpinned curriculum.

Firstly, equipping the students for academic studies of the theoretical underpinnings of the profession, moving on to equipping them for professional practice. This is approached in a specific, stratified pattern, which allows the students the maximum growth and potential for good achievement across the programme. Students are required to complete their professional practice placements in order, so cannot complete the level 5 placement until they have successfully completed the level 4 placement and cannot complete the level 6 placement until they have successfully completed the level 5 placement.

Condonement and excused credit are not permitted as the professional body, Royal College of Occupational Therapists (RCOT), requires that all modules contributing to the professional qualification must be passed. (RCOT 2019).

The programme will have at least one external examiner appointed who is appropriately experienced and qualified and is from the relevant part of the HCPC register.

There is no aegrotat award with registration available.

Year 1 Compulsory Modules

The student must take 90 credits from the modules in Compulsory Modules.

Foundations and Practice of Occupational Therapy 1 (UZYY9N-30-1) is started in year 1 and completed in year 2.

Module Code	Module Title	Credit
UZYYAG-15-1	Fundamentals of Human Anatomy and Physiology (Occupational Therapy) 2021-22	15
UZYY9M-30-1	Interrelated Aspects of Human Performance 2021-22	30
UZYY9J-30-1	Occupation, Health and Well-being: Part One 2021-22	30

UZZY9K-15-1	Occupation, Health and Well-being: Part Two 2021-22	15
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Year 2

The student must take 90 credits from the modules in Year 2.

Year 2 Compulsory Modules

UZZY9N-30-1 Foundations of Professional Practice for Occupational Therapy 1 continues into Year 2

Module Code	Module Title	Credit
UZZY9N-30-1	Foundations and Practice of Occupational Therapy 1 2022-23	30
UZZYA7-15-2	Informing Practice through Research and Inquiry (Occupational Therapy) 2022-23	15
UZZY9P-30-2	Physical Challenges and Occupational Therapy 2022-23	30
UZZY9R-15-2	Skills and Strategies in Occupational Therapy 2022-23	15

Year 3

The student must take 75 credits from the modules in Year 3.

The module Research and Evidence in Occupational Therapy Practice UZZYAC-30-3 is started in year 3 but submitted in year 4

Year 3 Compulsory Modules

The student must take 75 credits from the modules in Compulsory modules.

Module Code	Module Title	Credit
UZZY9U-15-2	Complex Needs and Occupational Therapy 2023-24	15
UZZY9S-15-2	Occupational Therapy in Practice 2 2023-24	15
UZZY9T-30-2	Psychosocial Challenges and Occupational Therapy 2023-24	30

UZYGG-15-3	Reflexivity in Occupational Therapy Practice 2023-24	15
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Year 4

The student must take 105 credits from the modules in Year 4.

Year 4 Compulsory Modules

The student must take 105 credits from the modules in Compulsory modules.

The module Research and Evidence in Occupational Therapy Practice UZYAC-30-3 is submitted in year 4

Module Code	Module Title	Credit
UZY9Q-15-3	Healthy Futures 2024-25	15
UZYGK-15-3	Leadership in Practice 2024-25	15
UZYGH-15-3	Occupational Therapy in Practice 3 2024-25	15
UZYGJ-30-3	Promoting Occupational Therapy Perspectives in Practice 2024-25	30
UZYAC-30-3	Research and Evidence in Practice (Occupational Therapy) 2024-25	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

Occupational therapy graduates will apply the theory underpinning the wide-ranging skills used in their practice, with an occupational perspective of health and well-being. Understanding of the issues that affect occupational therapy including health status and socio-economic factors, relevant legislation and social policies, ethics and recognition of diversity of needs will inform their practice.

At point of graduation they will apply the professional framework of practice, which promotes equality, respects the rights, beliefs and identity of others, and will have the skills to evaluate the effectiveness of occupational therapy interventions. They will demonstrate skills in research, clinical audit and evaluation.

Part D: External Reference Points and Benchmarks

The BSc (Hons) Applied Occupational Therapy is based on the reference points and benchmarks set out by the Quality Assurance Agency for Higher Education (QAA) (2018; 2014; 2001), the Health and Care Professions Council (HCPC) (2017a; 2017b; 2016; 2014) and the Royal College of Occupational Therapists (RCOT) (2019; 2016; 2015). The curriculum has been mapped to:

HCPC Standards of Proficiency for Occupational Therapists (2013) and RCOT Entry Level Occupational Therapy Core Knowledge and Practice Skills;
HCPC Standards of Conduct, Performance and Ethics (2016) and RCOT Code of Ethics and Professional Conduct (2015); and
Occupational Therapist (Integrated Degree) Apprenticeship Standard (IATE) (2018)

to ensure that students graduating from the programme are fully equipped to apply for registration with the HCPC and join the profession as qualified therapists. The programme learning outcomes have been mapped to the Knowledge, Skills and Behaviours outlined in the Apprenticeship Standard for Occupational Therapy (Integrated Degree) (ST0519) (IATE, 2018) to ensure that the content would be fit for this purpose, with the delivery to a different configuration and pattern to the usual degree, taking place over an anticipated maximum of 48 months.

The QAA Benchmark Statement for Health Care Programmes: Occupational Therapy (2001) provides both generic and specific standards that graduates should meet – which are comprehensive, but can be recognised within the HCPC Standards of Proficiency for Occupational Therapists (2013) and the RCOT (2016) Entry Level Occupational Therapy Core Knowledge and Practice Skills, so mapping to these standards demonstrate that QAA benchmark are also being reached. [Please note: due to its age, QAA have archived the benchmark statement, and it has not yet been updated or replaced with a new benchmark].

The programme's quality and the educational standards to which it adheres have also been mapped to the HCPC (2017a) Standards of Education and Training and RCOT (2019) Learning and Development Standards for Pre-Registration Education.

The University fully supports these standards and the occupational therapy team always responds to consultation exercises when changes are proposed to help ensure they retain their currency within the ever-evolving Health and Social Care landscape.

Health and Care Professions Council (2017a) Standards of Education and Training [online]. Available from <https://www.hcpc-uk.org/resources/standards/standards-of-education-and-training/> [Accessed 4 October 2019].

Health and Care Professions Council (2017b) Standards of Education and Training Guidance. Available from <https://www.hcpc-uk.org/globalassets/resources/guidance/standards-of-education-and-training-guidance.pdf> [Accessed 4 October 2014].

Health and Care Professions Council (2016) Standards of Conduct, Performance, and Ethics [online]. Available from <https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-conduct-performance-and-ethics.pdf> [Accessed 4 October 2019].

Health and Care Professions Council (2013) Standards of Proficiency for Occupational Therapists [online]. Available from <https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-proficiency---occupational-therapists.pdf> [Accessed 4 October 2019].

Institute for Apprenticeships and Technical Education (2018) Occupational Therapist (Integrated Degree): Standard ST0517 [online]. Available from <https://www.instituteforapprenticeships.org/apprenticeship-standards/occupational-therapist-integrated-degree/> [Accessed 6 October 2019]

Quality Assurance Agency for Higher Education (2014) The frameworks for higher education qualifications of UK Degree-Awarding Bodies [online]. Available from <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks> [Accessed 4 October 2019] .

Quality Assurance Agency for Higher Education (2018) The revised UK Quality Code for Higher Education [online]. Available from https://www.qaa.ac.uk/docs/qaa/quality-code/revised-uk-quality-code-for-higher-education.pdf?sfvrsn=4c19f781_8 [Accessed 4 October 2019].

Quality Assurance Agency for Higher Education (2001) Benchmark Statement: Health care programmes – Occupational Therapy (archived). Gloucester: QAA.
Royal College of Occupational Therapists (2019) Learning and Development Standards for Pre-registration Education [online]. Available from <https://www.rcot.co.uk/practice-resources/rcot-publications/learning-and-development-standards-pre-registration-education> [accessed 17 November 2019]

Royal College of Occupational Therapists (2016) Entry Level Occupational Therapy Core Knowledge and Practice Skills. London: RCOT

Royal College of Occupational Therapists (2015) Code of Ethics and Professional Conduct. London:RCOT

Part E: Regulations

B: Approved variant to University Academic Regulations and Procedures:

Regulation C7 (Withdrawal from a programme)

Regulation D1 (Professional Practice module regs)

Regulation G2 (Retakes)

If a student passes the placement component of a professional practice module on their first attempt, resit opportunity but then does not pass the placement component for the subsequent professional practice module at the first attempt, first sit, then they will not be entitled to their resit and they will be withdrawn from the programme.